



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

philosophy of mind, in the course of which he scores unmercifully Haeckel's recent *Riddles of the Universe*. M. Bohn criticises the terms tropism, reflex, and intelligence, and seeks to show that the work of Jennings is the complement of that of Loeb. M. Larguier des Bancelles contributes an important and very readable paper on the psychology of evidence. M. Binet enters upon certain questions of scientific pedagogy, discussing in collaboration with M. Simon the measurement of visual and auditory acuity, and in collaboration with M. Vaney various tests of intelligence and the correct attitude to be adopted in writing. M. Claparède supplies a critical article upon the psychology of the court-room. Finally, Professor Mach gives a succinct account of his views upon the relation of physics to psychology.

There follow general reviews of a number of fields more or less directly related to psychology: anatomy of the nervous system (Van Gehuchten), general physiology of nerve cells and fibres (Friedericq), sensation (Nuel), pedagogy (Chabot), æsthetics (Souriau), linguistics (Meillet), comparative psychology (Bohn), criminological statistics (Lacassagne and Martin), anthropology (Deniker), abnormal psychology (Decroly), metapsychics (!) (Maxwell), religious psychology (Leuba), philosophy (Malapert), mental pathology (Leroy), pathology of the nervous system (Guillain). The consequence of this extended programme is that very little space is left for critical notices of psychological books and articles; so that we have the somewhat paradoxical result of an *Année psychologique* with the central and, perhaps, the most important aspects of psychology crowded out. The editor, however, hopes to remedy this defect in future numbers by bringing all the principal divisions of psychology within the domain of the general review.

P. E. WINTER.

Outlines of the Evolution of Weights and Measures and the Metric System. By W. HALLOCK and H. T. WADE. New York. The Macmillan Co., 1906. pp. xi, 304.

The authors of this work propose "to consider briefly and systematically the general history of weights and measures, the scientific methods by which units and standards have been determined, the concrete standards by which the units are represented, and the present aspect of modern systems of weights and measures, together with the difficulties and advantages involved in any proposed changes." They have accordingly aimed to supply, first, an introduction to metrological science designed especially for the student entering on the study of physics; and, secondly, such a discussion of the present status as may lead to an intelligent understanding of the issues involved in the proposed adoption of the metric system by English-speaking peoples. The ten chapters into which the work is divided deal with the beginnings and development of the science of metrology; the original development of the metric system; the extension of this system throughout Europe and elsewhere; the weights and measures of the United States; the characteristics and principles of the modern metric system; its use in commerce, in manufacturing and engineering, and in medicine and pharmacy; the international electrical units; standards and comparison. An appendix gives tables of equivalents and useful constants.

The authors have thus compiled an interesting, and, so far as the layman may judge, an accurate and useful book. Themselves supporters of the metric propaganda, they have not overloaded their pages with controversial matter, but preserve throughout a tone of scientific impartiality. Numerous references to original sources ena-

ble the reader who so desires to prosecute his studies further for himself.
P. E. WINTER.

Essays. Von WILHELM WUNDT. Zweite Auflage, mit Zusätzen und Anmerkungen. Leipzig, W. Engelmann, 1906. pp. vi, 440.

The *Essays* of 1885 have long been out of print, and many psychologists must have entertained the hope that their author would some day bring out a new edition of them; an edition enriched, perhaps by the addition of various important articles from the *Philosophische Studien*. The new edition has now appeared, and in a guise which makes the book one of extraordinary interest. Professor Wundt has reprinted the original essays (with the exception of the two on Animal Psychology and on Feeling and Idea) practically without change, and has appended to each essay a postscript—sometimes consisting of a couple of historical or autobiographical paragraphs, sometimes amounting to a new and separate treatment of the subject—expressing his present views upon the topics discussed. We thus have before us, in the words of the preface, "zwei Epochen wissenschaftlichen Denkens in zwei zeitlich getrennten Bildern einander gegenübergestellt." There is, probably, no single volume which better shows the development of psychology during the past twenty years, or which brings home more forcibly to the reader the range and depth of Wundt's influence upon that development.
P. E. WINTER.

The German Universities and University Study. By F. PAULSEN. Authorized translation by F. Thilly and W. W. Elwang. New York, Chas. Scribner's Sons, 1906. pp. xvi, 451.

Professor Paulsen's book on German Universities is, as Professor Thilly puts it in his introduction, "the most satisfactory exposition of university problems and the most helpful practical guide in solving them, that has been published in recent years." And the present translation will, no doubt, satisfactorily replace Hart's "German Universities" for the English-speaking reader; that work, excellent as it is, dates from 1874 and is consequently quite out of date. Professor Paulsen first gives an outline of the historical development of the German university, and discusses the modern organization of the universities and their place in public life; then proceeds to discuss in detail the function of the university teacher and the ideals of university teaching; passes from teacher to student, and from instruction to study; and closes with an account of the particular university faculties. The volume ends with a bibliography, a list of the German universities, and an index of names and subjects.

The translation is for the most part acceptable, if it is by no means brilliant. "Talmi-elegance" is not a word that one would care to see incorporated in the language; and "it would not be dignified to write for such" is not a sentence that one can qualify as even talmi-elegant.

H. E. HOTCHKISS.

A New Interpretation of Herbart's Psychology and Educational Theory through the Philosophy of Leibniz, by JOHN DAVIDSON. William Blackwood and Sons, Edinburgh and London, 1906, pp. 191.

This treatise is, with a few modifications, a thesis accepted by the Senatus of Edinburgh University in 1905 for the degree of Doctor of Philosophy and is, to quote the words of the author, "an attempt to give a general, and, it is believed, a new interpretation of Herbart's psychological and educational theories so as to show the adequacy of his fundamental conceptions to meet at least some of the demands of a science of education. In particular, there is an attempt to show